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ABSTRACT

The document consists of 1973-74 interim reports reflecting staff development activities for adult educators in New Jersey, New York, Puerto Rico, and the Virgin Islands. The New Jersey report describes the Competency-Based Certification Project for Adult Educators; the Language-Culture Institute, Rutgers University; and the English as a Second Language (ESL) Volunteer Training Project, Glassboro State College. The New York report emphasizes the development of training resources. The report from Puerto Rico offers the results of a needs assessment survey and a detailed description and analysis of the establishment of a program for the professional development of adult educators at the State University. The Virgin Island's interim report consists of a feasibility study to determine the potential for training adult education teachers through video-tape recording equipment via a mobile van. The appendix includes: (1) the New Jersey Competency-Based Certification Project for Adult Education offering progress reports and taxonomies for adult basic education, English as a Second Language, adult counseling, and high school equivalency; and (2) an 11-page bibliography of cultural components in language education. (MW)

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The HEW Region II Staff Development Project

New Jersey
New York
Puerto Rico
Virgin Islands

Second Year Interim Report 1973–74

Funded by:
The Division of Adult Education Programs, Bureau of Adult, Vocational and Technical Education, United States Office of Education, under Section 309(c), P.L. 91-230.
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Second Year Interim Report

1973-1974

NJEA Region II Staff Development Project

Grantee

Montclair State College

Upper Montclair, N.J.

Office of Education Grant Number OEG-0-72-1442

Adult Education Act Section 309(c)

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NJ Competency-Based Certification Project For Adult Education

Outcomes Taxonomies in Language Education

[illegible]

This is the second Post Interim Report of the [illegible] Project implemented by Overseas Development Administration in [illegible]. The design of this report has been modified on the basis of the type of comments received with the first Post Interim Report. The current report attempts to account for events all the interventions associated with the Project. It has endeavoured to set targets that except the Project [illegible] with the immediate plans, responses and indirect influences that are closely with [illegible] with Project influence), that such an [illegible] approach was unnecessary.

It has agreed that the second report would suffice to make timely highlights from the past year's effort that appeared to have the most value to interested adult educators. Although each [illegible] is a mixture of unique and diverse elements the area requested for the Post Interim Report suggested that adult educators were interested in [illegible] activities having potential of [illegible] suggested to part or in whole by the [illegible] Development Project. It was most encouraging to discover that a improved project report for accounting to [illegible] was perceived as having worth for the practicing adult educator.

Although the Project has tried to avoid the evidence-gaps the Post an Interim [illegible] has been prepared to maximize participatory into evidence [illegible] and later issues of relevance. We realize with pain that [illegible] that the true impact of the Project has been lost to the realization of learning, and more to the way that to find [illegible] that have brought about significant changes to institutions and [illegible].

Table 1

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NEW JERSEY ADULT EDUCATORS CERTIFICATION PROJECT
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
PURPOSE

The purpose of the Competency-Based Certification for Adult Educators is to conduct a study to determine the feasibility of changing the certification process to include the issuance of an Adult Educator's certificate based on an evaluation of the candidate's actual performance as a teacher, in terms of statewide performance criteria.

Teachers working with adults should possess certain competencies. There is a need to retain previously certified teachers to work in adult education. At the present time the New Jersey State Department of Education, Office of Adult Basic Education requires of teachers working in programs sponsored by their office three pre or in-service training sessions each year. These nine hours are insufficient to train teachers in the methods, material, various techniques, cultural and ethnic differences pertinent to educating adults. However, if certification in adult education is necessary, courses could be mandated and thereby increase the training of adult educators.

In conjunction with the Region II Staff Development Project, Adult and Continuing Education wants to insure or require competencies guaranteed by certification.

An interim report was issued by the Competency-Based Certification Project for Adult Educators in June 1973 describing the progress made in the first year by the four task forces: Adult Basic Education, English as a Second Language, High School Equivalency and Counselors of Adults. The reports included in the Appendices, reflect the development

of the task forces since the interim report and included are the most recent taxonomies. These competency lists will be finalized and used to develop pre and in-service training workshops for adult educators during the 1974-75 school year.

LANGUAGE-CULTURE INSTITUTE
Rutgers University
New Brunswick, N.J.

I. Staff Training

A. Culture Training

Thirty-nine adult educators participated in the first Workshop held at the Graduate School of Education, on November 10, 1973. The theme was Human Relations in Cultural Context. After listening to a lecture by Dr. Condon on Culture and Communication, the participants separated into three interest groups; Employment Relations, Parent-Child Relations, and Relations with Social Service Agencies. Members of each group participated in role-playing activities for the purpose of identifying possible areas of cultural interference between represenatives of middle-class American culture and minority cultures. Role-playing activities were followed by a discussion of each role and communication factors related to them, in terms of the cognitive, affective, and psychomotor levels of interaction. In the afternoon, participants groups were asked to prepare a culture capsule based on their morning experiences.

For purpose of evaluation , a pre- and a post-test were administered to the participants, and an evaluation questionaire was filled out by them. Each participant received a copy of the Insti-

tutes reference pamphlet and a selected bibliography on cultural materials.

Two concurrent Workshops were held at the Graduate School of Education on April 6, 1974. Sixty adult educators attended. The first Workshop was repeated for new participants and the second-Workshop on the topic of Conflicts in Values and Assumptions was offered to former participants, who also received the Institute Pamphlet #3 on the topic at the same time.

The third series of Workshops was held on May 4. Again two concurrent Workshops were offered: A repitition of Workshop II and a new Workshop III on the topic of Non-Verbal Communication. The Institute Pamphlet #4 on that topic was distributed to the participants at that time.

Announcement and registration forms for this series of workshops were distributed on April 6 and were mailed to the State Directors and Coordinators as well as to participants who were unable to attend the April 6th Workshop.

The last series of Workshops was held on June 1.

B. Leadership Training

Sixty-seven students are currently enrolled in Language-Culture studies at the Graduate School of Education. Seven of them have been selected as group leaders for the Workshops, in addition to Professor Carmen Ross: Robert Berkowitz, Alex Fedorov, Vera Fedorov, Joyce Freundlich, Willie Hill, Carol Roscoe, and Louise Stokes. Other potential workshop leaders were contacted, but unable to attend the preliminary workshop meetings.

II. Development of Biculturative Instructional Materials

Three of the culture capsules prepared by the Workshop participants were revised and edited and are ready for distribution. Their titles are: "People and Paper," "When is a chicken not a chicken?" and "They can't say No." Two additional culture capsules have been selected for potential classroom use and are in the process of being developed.

III. Acquistion of Materials

The staff continues its search for reference materials concerning various aspects of culture and bi-culturative crosscultural problems.

The Institute is now also functioning as a Resource Center on Cultural Materials to graduate students in Language and Culture Studies and to Adult Educators. About one hundred twenty titles are available at the Institute as well as several hundreds microfiche and a microfiche reader. About five-eight students make use of these materials each week. A list of the available materials at the Institute is in the process of being disseminated to State Staff Coordinators and students.

IV. Dissemination of Materials

The following materials were completed and disseminated:

Sources of Cultural Materials (1974)

Introduction to Culture and General Problems of Cultural Interference in Communication. Pamphlet #1. (1973) 25 pp.

Cultural Conflicts in Values, Assumptions, Opinions. Pamphlet #3 (1973) 16pp.

Nonverbal Communication - Metalanguage: A Reflection of Culture in Language. Pamphlet #4 (1973) 22 pp.

Acculturation Problems in Adult Education. Pamphlet #5 (1973) 29 pp.

The editing of Conference proceedings is nearing completion and will be mailed for comment and approval to the conferees, within the next month. Upon receipt of conferee approval, the proceedings will be duplicated and distributed. A bibliography of Cultural Components in Language Education is included in the appendices.

V. The Advisory Committee has met twice this year and its Steering Committee on Goals and Objectives has completed a report. Future meetings are scheduled for the evening so as to enable selected students of Adult Basic Education to participate in the activities of the Advisory Committee.

Summary of Nov. 10 - Workshop in Human Relations

The following report is a summary of the responses of participants at the first Workshop of Human Relations in Cultural Context on November 10, 1973.

Twenty-one people participated and their responses were divided into the following categories:

a. A summary of positive reactions

b. A summary of negative reactions

c. A list of suggestions of topics for future workshops and suggestions for varied methodology and more effective organization of content.

Over 50% of the participants reacted positively to the informative and organizational aspect of the workshop. Dr. Gudeo's presentation and lecture were cited as very interesting and the involvement and help of her staff were noted.

Role-playing and simulations were mentioned as being a valuable method of sensitizing the participants to the problems of cross-cultural conflict and were regarded as "interesting and fun." The small group sessions were most valuable and more simulation exercises were requested.

Participants reacted negatively to the amount of the time spent in preparation for the simulations stating 4½ minutes as being too much time and excess stated by some participants for coffee and refreshments as unnecessary. Statements were also made about the length of the last session.

The Culture Capsule was described as beneficial but participants stated that directions for organizations of the Culture Capsule needed clarification and the level of presentation was too simplistic in relation to the

backgrounds of the students. It was also suggested that possibility use of alternate activities for students to attended.

Some suggestions for improving future workshops included the following:

A. Additional information and/or discussions were requested in the following areas:

1. Adult Education
2. ESL Programs
3. Cultural differences expressed through language
4. Avoidance of stereotypes in developing Spanish culture.
5. Providing the political implications of Puerto Ricans speaking only español and their citizens
6. Methods of teaching advanced concepts requiring special vocabulary to non-English speaking students.
7. Greater use of resource personnel (e.g. Puerto Rican) to developing employment situations.

B. Suggestions made for varied workshops for future conferences included the following:

1. The expanded use of resource personnel
2. Use of Video-tape
3. Additional use of films

C. Suggestions for more effective organization included:

1. Having a secretary available for information desired from presenting and discussion.
2. Having future dates of conferences for possible conflicts with traditional holidays such as Washington's birthday, etc.

It was also suggested that future workshops devote greater emphasis to Adult Education and that cultural conflicts be presented in greater depth.

[illegible] [illegible] [illegible] [

istics; the various motivations which adults bring to a learning situation; and the diverse learning styles for which instructional provision must be made.

These films with the accompanying guide will provide a stimulus to the sharing of experiences and problem solving activities.

Contact Division of Continuing Education, New York State Education Department, Albany, NY (518) 474-8940

Second Year Interim Report
Puerto Rico

Introduction

As in New Jersey the Project in Puerto Rico conducted many staff development activities supported in part or in whole through Project funds. While Carmen Morales' (Field Coordinator in Puerto Rico) report is both detailed and self-explantory one additional note should be made.

During the first year of the HEW Region II Staff Development Project an effort was initiated to develop a graduate program in adult education. But it was agreed that just establishing another graduate program was inappropriate. Therefore, a unique partnership evolved in which the State Department of Education and the University of Puerto Rico began to collaborate on a mutually beneficial program. The State Department employed personnel in need of the training, the University possessed or had the potential for obtaining the necessary resources.

The early phases of this collaboration were so promising that the Regional Office at the Commissioner's level became very interested in what was emerging. As a result the Regional Office, through direct participation of both the Commissioner and the Director of vocational and adult programs not only assisted the Project in this program, but utilized the Project and the colloborative approach to develop a comparable undertaking with the vocational personnel at both the State Department and University.

After much deliberation and many revisions a joint proposal was prepared that sought funding so that both vocational and adult education at both the State Dept. and the University could operationalize the plan. It was subsequently announced that a grant of $162,000. had been allocated for this joint undertaking.

HEW Region II Staff Development Project
Puerto Rico
Second Year Interim Report
July 1, 1973-June 30, 1974

During the second year July 1, 1973 through June 30, 1974, efforts of the Staff Development Project in Puerto Rico have been mainly directed toward the identification of training needs and the involvement of the State University in the establishment of a program for the professional development of the staff of the adult education programs.

In addition several training sessions were coordinated with those programs that requested the collaboration of the Staff Development office after identifying their training needs. Assistance given included organization of training, looking for resources, writing of memos and letters, transmittal of contracts and payments of perdiem and transportation expenses, attendance to training sessions, etc.

Aside from the training sessions conducted through the Staff Development Project, each program had special training activities organized by the Program Directors, General Supervisors and Local Directors.

The Graduate Program

The most significant activity carried out during the year has been the involvement of the staff of the State University in the development of a program for the professional development of the staff of the adult education programs.

Toward the achievement of this goal a close coordination has been established with the Dean of the School of Education, the Director of the Graduate School of Education and other members of his staff.

Periodical meetings have been held at the Department of Education and

the University for the following purposes among others:

Writing of a proposal for a graduate program in adult education.

State terms and condition for the submission of the proposal.

Examine ruled and regulations that condition the implementation of the program, etc.

An important step taken was the appointment of a part time coordinator at the Graduate School of Education to help move the proposal through the proper channells and to facilitate the processes to continue providing courses in adult education while the program is finally approved.

Activities carried out by the coordinator include:

1. Submitting twice the first draft of the Project to the curriculum committee and the faculty of the Graduate Department of the College of Education.

2. Submitting the Proposal to the curriculum committee and the whole faculty of the College of Education where after suggesting several ammendments, it was approved.

3. Revision of the Proposal according to the ammendments suggested by the curriculum committee and faculty of the College of Education.

4. Submitting the Proposal to the Dean of Studies.

5. Collaborate in the writing and revision of an implementation proposal to include the undergraduate vocational program. This proposal was revised by the staff of the vocational and adult programs of the Department of Education and submitted to Washington.

The coordinator also attended meetings with:

1. The Prseident of the University of Puerto Rico, the chancellor, the personnel from the US Office of Education in Adult and Vocational Programs, officials of the Commonwealth Department of Education and represenatitives of Regional Colleges of the Isalnd and the College of Education.

2. The Dean of the College of Educati on and Assistant Dean for administration.

3. Graduate Department administrative personnel.

4. Staff Development Field Coordinator from the Department of Education in relation to planning and development of adult education courses and the total program design.

Since the coordinator is a professor of the Graduate School of Education she did not only help at the University but she also served as resource to conduct a two day seminar in curriculum development for the staff of the curriculum division of the Educational Extension Program.

In an attempt to get acquinted with the activities going on at the Regional levels, the Coordinator of the School of Education has attended two meetings of the Coordinating Council of the Staff Development Project in New York and New Jersey and the Seminar of Innovation and Dissemination sponsored by the Staff Development Project, Region II N.E.W.

Knowing that the process of fund allocation and implementation of the Program will take time, she has started promotion and dissemination of program by getting in contact with the different agencies dealing with adult education programs to start recruitment of students.

In the meanwhile, the Graduate School of Education has been including in the Program courses that can be taken by adult educators. In an effort to encourage the School of Education to give support to the programs, the Staff Development Project has been playing the professors' salaries, books and other costs to the Graduate School. The University in turn has not collected tuition from the students enrolled in the courses.

From August 1973 to June 30, 1974 educators of the various programs involved in the education of adult have taken the following courses:

Eds. 501-502	Foundations of education (emphasis on adult education).
Eds. 529	Cultural Deprivation, the Dynamics of the Puerto Rican Family and Education

Edu. 517 Principles of Curriculum Development.

Edu. 519 Curriculum Development in the Secondary Schools.

Edu. 540 Supervision and Administration of Adult Programs

Approximately 100 students (15 to 20 per course) courses. Some of them have completed certificates for the positions they occupy within the adult programs. Others are still taking courses and expect to eventually complete an academic degree in adult education.

Since the implementation of the Proposal requires the elimination of funds and due to the fact that a large number of adult educators from the vocational and technical education program are in need of training courses in adult education, coordination was established between the afore said programs to submit a combined proposal to Region II HEW.

The proposal was made based on a letter of agreement sent by the President of the University and the Secretary of Education to Dr. Robert Seltzer, Commissioner of Education HEW Region II, stating that the terms and conditions as well as responsibilities of each institution graduate program and eventually a Masters degree in vocational and technical education and a Masters degree in adult education.

Although the proposal was originally prepared by the adult program in coordination with the School of Education of the University of Puerto Rico it was revised by the Vocational and Technical Education Staff and finally submitted to Region II HEW by the Department of Education.

Expectancies are the, if the proposal is approved, implementation of the Graduate Program in adult education starts in August.

The Needs Assessment Survey

A needs assessment survey was conducted in coordination with the Institu-

for Resource Development in Adult Education of the University of Missouri in Kansas City. The survey was made as a result of the need for identifying the competencies that the ABE teachers must possess for performing effectively their roles as adult educators.

The tendency so far has been to develop training programs based upon the impressions, attitudes and concepts held by those administratively in charge. These attitudes and feelings are largely founded on the experience of those making the decisions. This study proposes to change that trend and provide the kind of evidence which will permit us to make rational decisions regarding long term efforts.

The initial proposal in English and Spanish was prepared by the staff of the National ABE Training Study Project at the University of Missouri in Kansas City (App. I) Personnel of the Educational Television Program of the Department of Education revised the Proposal and met with the Associate Director to clarify conflicting points and make final decisions to conduct the survey.

a. The University of Missouri would be responsible for activities dealing with development of survey instrument and data analysis.

b. The population to be sampled would be determined by staff development personnel.

c. The survey would be prepared by the staff of the Center for Resources Development in Adult Education at UMKC.

d. Final data would be public information and stored in the ERIC computer.

e. Demographic data input from the Staff Development Project would be used in developing the needs survey.

f. The sample would concentrate on ABE teachers, ESL teachers and local directors(App. J.)

g. The Field Coordinators would send a list of ABE practices to the Associate Director.

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Staff Development Project
Fiscal year 1973 - 74
Costs per training activities

Activity	Date and Place	No. of Participants	Total of Training Hours	Average Costs per Training Hrs.	Average Costs per Train. Hr.	Total Costs
Work-shops	March to April					
ABE Training at the Regional Level	San Juan	24	24	$ 5.37 (approx. cost)	$ 128.89	$4,411.70
	Ponce	64	18	-------	------	5,789.56
	Mayaguez	26	24	-------	------	4,961.20
	Caguas	27	24	-------	------	4,146.36
	Humacao	21	28	-------	------	4,481.75
	Arecibo	27	18	-------	------	3,824.10
Seminar						
ABE Itinerant Teacher Training	University of Puerto Rico April 2,3,	36	12			1,387.10

Topics of above Activities*	Sub total	225	148	$ 5.37	$ 128.89	29,001.77
Institute						
Task Analysis & Job Restructing	Dec. 6,8, '73 Ponce Region	21	18	$ 1.95	41.00	861.18
	Grand Total	246	166			$29,862.95

* See narative report.
* Educators were releasdod two days from regular work to attend institute.

Other Activities Related
to the
Project Development

Activity	Place and Date	No of Participants	Total Costs
Meetings	July 1973-New Jersey	2	$373.18
a. Montclair State College	10-14 Sept. 1973 Montclair, N.J.	1	414.38
b. AEA-NAPSAE Conference	29 October, 1973 Dallas, Texas	2	506.18
c. Coordinating Council	April 1974- Albany	3	331.19
d. Seminar on Innovation and Dissemination	July 1974 New Jersey	5	216.18
e. ABE-ESL Staff in Virgin Islands	28-31May Virgin Island	1	178.50
Traveling			
A. Coordinator		1	304.80
Purchase of Material Consultive Services			1,489.82
Salaries			
a.Coordinator			11,160.00
b.Secretary			3,400.00
c.Fringe Benefits			1,360.00

Second Year Interim Report
Virgin Islands

Introduction

During the second year the Project in the Virgin Islands was beset with a number of problems that precluded the attainment of the originally stated objectives. The resignation of the Project's Field Coordinator in June, 1973 and the subsequent inability of the Virgin Islands Department of Education to fill the vacancy was the resignation of the State Director of Adult Education in February of this year which further minimized the role of the Project. A new director will be assuming the position in September, 1974.

In spite of these difficulties one effort sponsored directly by the Project from the central office was conducted in the Virgin Islands: a feasibility study (see following description) to determine the potential for training adult education teachers through VTR equipment via a mobile van. Jack Ullrich from Teachers College, Columbia University was engaged for expenses only to undertake this study. The conclusions of the study are that of the investigator and do not represent official policy of the Project.

"A Feasibility Study: Using the VTR
in Staff Development"

Jack Ullrich

This study sought an answer to the question: Can teacher-education materials be successfully produced and subsequently shown with effect to in-service teachers in the Virgin Islands via a mobile van?

In the context of the study, feasibility is explored by the means of introducing a Sony "Porta-Pak" and the investigator's services into the teacher-training resources of the public school system of the island of St. Thomas, U.S. Virgin Island.

Resources made available by the HEW Region II Staff Development project made this video-tape system available between December 1973 and March 1974. In the original design of the study the questions of feasibility included a question of possibility: Could any idea like this receive any international financial support, for a later pilot study and if supported financially in any way, could it also demonstrate that local educators without special talent or production training could produce usable tapes for teachers-education purposes? This project is intentionally small in scale with minimal funding, limited taping, and limited personnel involvement, so as to permit the present investigator close interaction with people and problems of this study.

Questions of feasibility will attend to such factors as: ease of use; whether the video-tape units would be appropriate or compatible with existing methods (articulation interface); whether it adds resources or opportunities that are desired and otherwise not available; are there alter-

natives ways of securing the advantages of the mobile VTR ; and if there are alternatives, is the mobile VTR unit the most practical? Determination of practicality will depend upon relative cost in dollars and time, operating skills required and the availability of personnel and training.

Funding proved difficult to obtain, but was provided late in 1973 by the NDN Region II Staff Development Project of the Adult Continuing Education Center at Montclair State College, New Jersey. The original focus was modified to suit applications to staff development inservice problems encountered in the Virgin Islands. One of the parameters in this feasibility study as applied to St. Thomas included the following: a maximum expenditure of $1300, not including the value of the investigator's own time. The cost of a complete mobile videotape system is about $6500, but running costs must be added to this and the ultimate cost therefore depends on the frequency of usage. In this study all the equipment that was necessary for the work was borrowed, or rented; but the assistance of local help was forthcoming on a gratis basis and, as a result, the monies available for this study were sufficient to cover the costs of the investigator's travels, room and board.

The project began in the Virgin Islands at the end of October 1973 when the investigator visited St. Thomas, St. Croix, and St. John. This was to familiarize himself with the area, to gain firsthand experience with the geography, weather, roads, and to meet all the persons he might be involved with in the Department of Education. A lead-time of four weeks was required to get the equipment lined up and have it checked out for trouble-free operation. The project began in St. Thomas at the beginning of December with the selection of master teachers for the videotaping.

they were given one week to prepare for the actual taping, and as a result all tapes had been made by the middle of December. An effort was made to produce video-tapes for St. Croix also, but had to be dropped as there were personnel problems. In January 10% one of the tapes had to be redone as the sound quality of the tape was poor. In February the tapes were played back to the adult education teachers of St. Thomas. The responses and opinions of the teachers are a part of this study.

Three video-tapes were made by local educators under unstudio conditions and using the mobile video-tape system. These video-tapes were shown to 37 teachers of adult education who then answered a questionnaire relating to the tapes.

There were 15 items to Tape No.1, of which five were correct, and 16 items relating to Tape No.2, of which five were correct. The correct items were featured on the tapes; the incorrect one were not. Tape No.3 was not investigated in this fashion; instead the audience reaction to the tape was recorded by audio.

On Tape No.1, which stressed "teaching methods," 109 of 150 responses were correct (73%); on Tape No. 2, which featured "content material, 16) of the 175 responses were correct (93%). The number of correct answers seems higher than can be accounted for by simply guessing.

Of the audiences, 86% thought the video-tapes would be useful in their teaching training, and 76% of the audience thought that the mobile concept could be useful to the inservice training of teachers. Over two-thirds of the audiences (69%) believed that the mobile concept could be useful in reaching an Adult Basic Education audience of students presently not able to come to the educational services provided.

[illegible] and [illegible] [illegible] maintenance were studied. The electronic components [long Porta-Pak and recreational equipment] and the vehicles [VW van, private car] were suitable to the Virgin Islands conditions. The cost of a single system was projected at $[illegible], [illegible] and suggested system would be a multiple thereof, depending on the number of units.

A future pilot study of the system based on station equipment and selectively video-taped material of various types of content matter area recommended. This may be especially desirable in an underdeveloped area where a mobile video-tape educational system may provide the only means to reach an up-to-now unreachable part of the population, a population which is not reached by any other means. In itself, this one unique ability of a mobile system might be justify expenditures in the further development as these areas to be an alternative acceptable alternative presently at hand.

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STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF R.P.&E./FIELD SERVICES
BUREAU OF ADULT, CONTINUING, COMMUNITY EDUCATION
THE NEW REGION II STAFF DEVELOPMENT PROJECT

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ABE TASK FORCE TAXONOMY

May 1974

1.0 Understands the Adult as a Learner

- 1.1 Physiological Aspects of learner
  - 1.1.1 Biological or psychomotor changes throughout life--normal aging process
    - 1.1.1.1 Sight, hearing, mobility, speed of reaction and energy generally diminish
    - 1.1.1.2 Physical age is not a barrier to learning until terminal period and some abilities increase with age
  - 1.1.2 Biological or phychomotor disabilities--other than normal aging process
    - 1.1.2.1 Sensory disabitities may limit reception and/or expression abilities (e.g. sight, hearing, speech, missing limbs)
    - 1.1.2.2 Neurological disabilities may limit perception and processing abilities (e.g. brain damage caused by measles, strike, poor nutrition, etc.)
- 1.2 Psychological aspects of learner
  - 1.2.1 Motivation
    - 1.2.1.1 Most adults are volunteer learners with some present felt need to learn
    - 1.2.1.2 An adult usually has a definite objective for learning but may have an unrealistic appraisal of what he needs to know to reach his objective
    - 1.2.1.3 The adult may not be conscious of his needs and strengths
  - 1.2.2 Learning process
    - 1.2.2.1 Learns more efficiently when he knows the why of learning activities and is part of selecting the learning processes (e.g. drill, discussion, audio-visual)
    - 1.2.2.2 Needs to be aware of the application and transfer between learning processes and life-long experiences
  - 1.2.3 Developmental tasks of adulthood
  - 1.2.4 The habits, experiences, attitudes and behaviors of the adult may have significant effects (positive and/or negative) on the learning process
- 1.3 Sociological aspects of learner
  - 1.3.1 Social setting (time, ecological, technological)
  - 1.3.2 Characteristics (sex, race, age) (demographic, cultural, economic)
  - 1.3.3 Social roles
  - 1.3.4 Group Process

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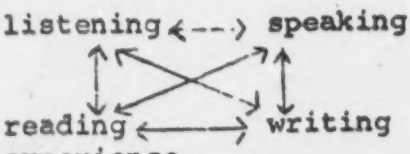
2.0 History and Structure of Adult Education

- 2.1 Laws (federal and state)
- 2.2 Evolution of adult education as a field
  - 2.2.1 Instutions and movements
  - 2.2.2 Marginality
- 2.3 Resources and agencies
- 2.4 Philosophy
- 2.5 Associations and professional organizations
- 2.6 Literacy education
  - 2.6.1 National
  - 2.6.2 International

3.0 Knowledge of Subject Areas (Knowledge-Skills)

- 3.1 Communication skills:



  - 3.1.1 Readiness: language experience
    - 3.1.1.1 language development
    - 3.1.1.2 auditory discrimination
    - 3.1.1.4 following directions (oral)
  - 3.1.2 Word recognition (decoding ⟷ spelling)
    - 3.1.2.1 phonetics - - linguistics
    - 3.1.2.2 sight words
    - 3.1.2.3 structural skills
  - 3.1.3 Vocabulary
    - 3.1.3.1 word meanings
    - 3.1.3.2 using contextual and picture clues
  - 3.1.4 Comprehension (oral, visual and written)
    - 3.1.4.1 literal
    - 3.1.4.2 interpretive
    - 3.1.4.3 critical
  - 3.1.5 Applied communication skills (creative, academic and social living skills)
    - 3.1.5.1 reference skills
    - 3.1.5.2 organizational skills
    - 3.1.5.3 following directions
    - 3.1.5.4 reading maps, graphs, charts, cartoons, etc.
  - 3.1.6 Self-actualization
- 3.2 Quantitative skills
  - 3.2.1 Computation
  - 3.2.2 Concepts
  - 3.2.3 Application

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4.0 Procedures and Techniques

- 4.1 Instructional planning and decision-making
  - 4.1.1 Diagnosis
    - 4.1.1.1 Utilization of achievement test results
    - 4.1.1.2 Utilization of informal testing procedures in reading and mathematics
    - 4.1.1.3 Utilization of pre-tests
    - 4.1.1.4 Utilization of criterion referenced instruments
    - 4.1.1.5 Construction of informal tests
    - 4.1.1.6 From the curriculum and diagnosis identify those knowledges and skills needed by the students through teacher-student planning
  - 4.1.2 Prescription
    - 4.1.2.1 Prescribe independent and/or group activity to achieve objective
    - 4.1.2.2 Write behavioral objectives related to the concepts
    - 4.1.2.3 Identify group and/or independent instructional materials related to the objectives
    - 4.1.2.4 Identify the means of post-instruction evaluation related to the objectives
- 4.2 Techniques of implementing the teacher will demonstrate an ability to organize for independent and/or group learning
  - 4.2.1 General techniques
    - 4.2.1.1 Identify common needs for grouping
    - 4.2.1.2 Schedule class members and time
    - 4.2.1.3 Maintain a record-keeping system
    - 4.1.1.4 Structure and maintain an appropriate and flexible learning environment
    - 4.2.1.5 Orient and immediately involve student in learning processes and learning environment
    - 4.2.1.6 Identify skills for which independent learning is appropriate
    - 4.2.1.7 Function effectively in a learning laboratory
    - 4.2.1.8 Operate hardware
    - 4.2.1.9 Utilize programmed and self-directional materials
    - 4.2.1.10 Utilize skills file
    - 4.2.1.11 Utilize community resources
    - 4.2.1.12 Role playing
    - 4.2.1.13 Brain storming
  - 4.2.2 Techniques for independent learning
  - 4.2.3 Techniques for group process
    - 4.2.3.1 Structuring
    - 4.2.3.2 Problem-solving
    - 4.2.3.3 Questioning
    - 4.2.3.4 Reinforcement

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4.3 Post instruction evaluati9n

4.3.1 Evaluation of planning and implementation process to determine their effectiveness in relation to the student

4.3.1.1 What skills did the student gain?

4.3.1.2 What learning process did he strengthen?

4.3.1.3 What attitudinal changes occurred?

4.3.1.4 What improvements can be made?

5.0 Self-Perception

5.1 The teacher is conscious of, willing and able to articulate, without imposing his values

5.2 The teacher attempts to be free of ethno-centric bias from his sex, age, race or social class of birth

5.3 The teacher continually strives to evaluate and improve his ability to receive, respond, value and organize effectively, as a peer and fellow-learner with students, staff and community

5.4 Committment to professional research for self-growth, attend conferences, workshops, classes, individual research and readings

5.5 Teacher is flexible in assuming roles appropriate to situations

ENGLISH AS A SECOND LANGUAGE TASK FORCE

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PROGRESS REPORT MAY 1974

The ESL Task Force on Competency-Based Certification for Adult Educators has the responsibility to 1) identify the minimum competencies necessary of adult educators in English as a Second Language programs and to write these competencies in behavioral terms 2) develop a means of evaluating the competencies 3) devise field tests and revise the competency list and evaluation instruments 4) develop models and alternatives for acquiring these competencies and 5) suggest a procedure for selecting evaluators.

The selection of Task Force members was made with an attempt to obtain a geographic distribution and included four classroom teachers, a department head, two professional educators, a state department curriculum specialist, four educators with general curriculum background, a measurement and evaluation specialist, a director of student teaching and two members from related academic areas.

The Task Force initially listed teaching competencies of ESL in three areas, Specific Techniques, Common Criteria for all ESL Teachers and Specific Subject Matter. As the ESL taxonomy was expanded it was decided to generalize and re-arrange the competencies into five major categories 1) Knowledge of Language, Culture and Resources 2) Course Planning 3) Teacher-Student Relationship 4) Instructional Strategies and Activities and 5) Evaluation Procedures and Ability to implement a Comprehensive Evaluation Program. The ESL Taxonomy has been developed with the understanding that the competencies delinated in the first section, Knowledge of Language, Culture

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and Resources would be measured by standard testing devices, while the remainder of the teaching competencies would be observed in the classroom.

The BEL Task Force is currently making final revisions of the taxonomy which can initially used in teacher training and ultimately in the Competency-Based Certification of Adult Educators. Attached is the most recent draft of the BEL taxonomy.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

May 1974

1.0 Knowledge of Language, Culture and Resources

1.1 Demonstrates knowledge of language and language learning as measured by standardized testing instruments

1.1.1 Demonstrates native or near native command of standard English

1.1.1.1 Speaking

1.1.1.2 Comprehension

1.1.1.3 Reading

1.1.1.4 Writing

1.1.2 Demonstrates a knowledge of the nature of language

1.1.2.1 General characteristics of language

1.1.2.2 Constituent systems

1.1.2.3 Relationship of language, thought and culture

1.1.3 Demonstrates knowledge of the nature of second language learning

1.1.3.1 Components and processes of second language learning

1.1.3.1.1 Habits

1.1.3.1.2 Process of analysis

1.1.3.1.3 Contexts

1.1.3.2 Variables of second language learning

1.1.3.2.1 Age

1.1.3.2.2 Education

1.1.3.2.3 Motivation

1.1.3.2.4 Goals

1.1.3.2.5 Length of contact with English speaking environment

1.1.3.3 Interference problems

1.1.3.3.1 Phonology

1.1.3.3.2 Morphology and Syntax

1.1.3.3.3 Vocabulary

1.1.3.3.4 Culture

1.1.4 Demonstrates knowledge of the nature of standard American English

1.1.4.1 Structural signals

1.1.4.1.1 Word order

1.1.4.1.2 Word forms

1.1.4.1.3 Function words

1.1.4.1.4 Suprasegmentals

1.1.4.2 Phonology

1.1.4.2.1 Articulatory phonetics

1.1.4.2.2 Phonemes

1.1.4.2.3 Recognition of speech patterns of several spoken English

[illegible]

5.3 [illegible] knowledge of [illegible] as assessed by [illegible] testing instruments

5.3.1 [illegible] knowledge of the nature of [illegible]
5.3.1.1 [illegible]
5.3.1.2 [illegible]
5.3.1.3 [illegible]
5.3.1.4 [illegible]
5.3.2 [illegible]
5.3.2.1 [illegible]
5.3.2.2 [illegible]
5.3.2.3 [illegible]
5.3.2.4 [illegible]

5.4 [illegible] knowledge of [illegible] [illegible] the [illegible] [illegible] of the [illegible] [illegible] and for the [illegible] [illegible] of the [illegible]:
5.4.1 [illegible]
5.4.2 [illegible]
5.4.3 [illegible]
5.4.4 [illegible]
5.4.5 [illegible]
5.4.6 [illegible], [illegible] and [illegible] [illegible], [illegible] and [illegible]

5.5 [illegible]

5.5 [illegible] [illegible] [illegible] within the [illegible] of the [illegible] of [illegible]
5.5.1 [illegible]
5.5.2 [illegible]
5.5.3 [illegible]
5.5 [illegible]
5.5.1 [illegible]
5.5.2 [illegible]
5.5.3 [illegible]
5.5 [illegible]
5.5.1 [illegible]
5.5.1.1 [illegible]
5.5.1.2 [illegible]

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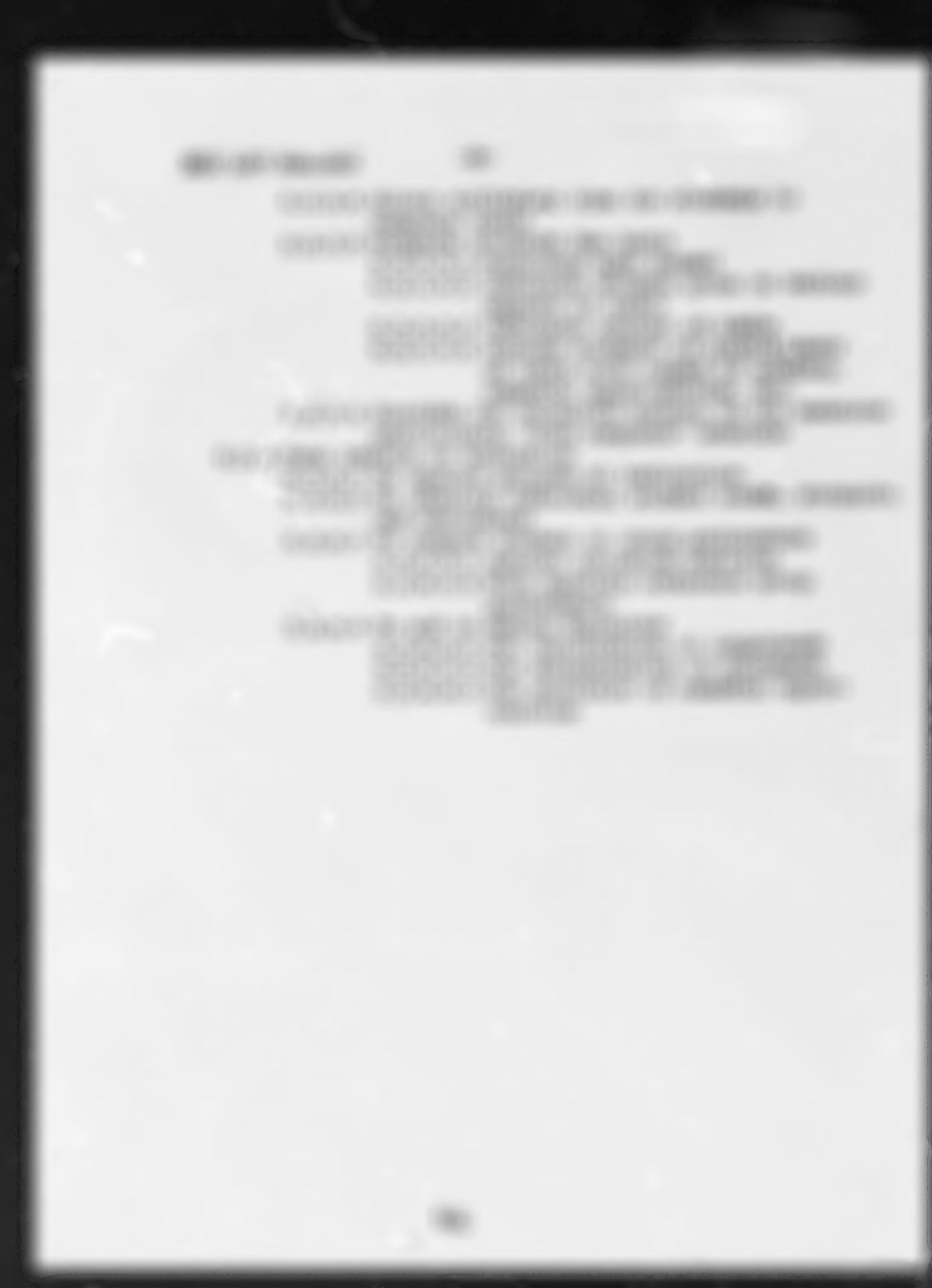

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THE NEW REGION II STAFF DEVELOPMENT PROJECT

COUNSELORS OF ADULTS TASK FORCE ON COMPETENCY-BASED CERTIFICATION FOR ADULT EDUCATORS

DEFINITION OF AN ADULT EDUCATION COUNSELOR

"The counselor is one who possesses and exercises competencies for assisting adults in exploring academic, personal, social and economic alternatives."

PHILOSOPHY OF ADULT COUNSELING

"We believe that adult counseling is a profession which places a premium on the dignity, worth and uniqueness of the individual and which strives to assist the individual in meeting stated needs and actualizing potential.

We believe that adult counseling should be active and dynamic, and should be responsive to changing times and circumstances.

We further believe that adult counseling should be based upon an awareness of changes that occur in the behavior patterns of the adult learner."

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STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
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THE HEW REGION II STAFF DEVELOPMENT PROJECT

COUNSELORS OF ADULTS TASK FORCE TAXONOMY

May 1974

1.0 Program Knowledge

- 1.1 Knowledge of Career Development Theories applicable to adult education programs
- 1.2 Knowledge of community based groups and organizations as they relate to adult education programs
- 1.3 Knowledge of goals, objectives, and philosophy of curricula models in adult education.
- 1.4 Knowledge of operational adult education programs
- 1.5 Willingness to interact with community-based groups and organizations
- 1.6 Personal committment to goals, objectives and philosophy of the adult continuing education program
- 1.7 Willingness to consider applicability of career development theories

2.0 Testing

- 2.1 Knowledge of tests available and appropriate for adults
  - 2.1.1 Placement
  - 2.1.2 Achievement
  - 2.1.3 Vocational
  - 2.1.4 Diagnostic
  - 2.1.5 Interest
  - 2.1.6 Aptitude
  - 2.1.7 Intelligence
- 2.2 Ability to select, administer and interpret the results of the above types of tests.
- 2.3 Ability to analyze the appropriateness of criterion referenced and normative referenced statistical data derived from tests.
- 2.4 Ability to use raw score data to construct skill profiles where applicable
- 2.5 Committment to the conceptualization that tests have values and limitations
- 2.6 Committment to the concept of alternative methods of testing, that respond to differing client performance styles

3.0 Knowledge and Use of External Informational and Referral Services

- 3.1 Knowledge of community resources
  - 3.1.1 Knowledge of placement opportunities and requirements
  - 3.1.2 Knowledge of areas of financial assistance
  - 3.1.3 Knowledge of areas of social assistance

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3.2 Ability to establish cooperative working relationships
  3.2.1 Utilization of citizen's advisement committees
  3.2.2 Development of alliances with appropriate social service agencies, community organizations, and educational contingents
3.3 Application of career development models which assist in placing the client in appropriate external service agencies
3.4 Knowledge of information necessary for preparation of referral forms
3.5 Development of guidelines for effective utilization of external service agencies
3.6 Knowledge of federal, state and locally funded social agencies and their specific functions

4.0 Record Keeping

4.1 Ability to organize, maintain and utilize cumulative records.
  4.1.1 Annecdotal records
  4.1.2 Vital statistical data - family, health, disabilities
  4.1.3 Test scores
  4.1.4 Prescriptions for individualized counseling
  4.1.5 Placement records
  4.1.6 Follow-up records
  4.1.7 Attendance records
  4.1.8 Supportive domcuentation of counseling statements and progress reports
4.2 Ability to organize and maintain and utilize an activity log.
4.3 Sensitive to the confidentiality of the individual
4.4 Sensitivity to select all aspects of client information that may have an impact upon decision-making
4.5 Selectively incorporates significant client data
4.6 Committment to objectivity in record-keeping

5.0 Research and Evaluation

5.1 Knowledge of evaluation procedures
  5.1.1 Ability to assess needs of clients
  5.1.2 Ability to develop general goals and alternate strategies
  5.1.3 Ability to implement the program
  5.1.4 Ability to evaluate specific, pertinent, attainable, measurable, and observable data
  5.1.5 Ability to recycle program
5.2 Knowledge of how to conduct on-going research
  5.2.1 Ability to evaluate outside program
  5.2.2 Ability to develop new programs
  5.2.3 Ability to develpp and gather statistices for program
  5.2.4 Ability to relate findings to teachers and administrators

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4.2 Affective
- 4.2.1 Ability to involve students in creating a learning atmosphere that is in the best interest of the learners
- 4.2.2 Willingness to accept each student as an individual with his or her own opinions, experiences, fears and expectations
- 4.2.3 Ability to transmit knowledge and give needed information required by students as determined by the instructional objectives
- 4.2.4 Ability to monitor learners instructional activities and identify progress and project difficulties
- 4.2.5 Willingness to adjust, manipulate and create instructional material, methods and techniques to suit group and/or individual needs

5.0 Knowledge of Community Resources

5.1 Cognitive
- 5.1.1 Knowledge of community resources in order to satify student's long-range goal to include:
  - 5.1.1.1 Employment
  - 5.1.1.2 College
  - 5.1.1.3 Vocational
  - 5.1.1.4 Personal

5.2 Affective
- 5.2.1 Use of further resources after GED

6.0 Administrative Details

6.1 Collects, writes, submits and records data indiginous to the program and according to established guidelines

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7.0 Counseling Procedures

7.1 Ability to establish rapport
7.2 Ability to question, listen to, and record pertinent information during the counseling interview
7.3 Awareness of client's perception of counselor
7.4 Ability to utilize records
    7.4.1 Accumulative
    7.4.2 Informative
7.5 Knowledge of techniques used to define client's needs
7.6 Knowledge of principles of group dynamics
7.7 Knowledge of skills of evaluating one's own performance
7.8 Willingness to attend to the particular statements of a client
7.9 Responding to goal frustration--respect the development in the client for allied jobs
7.10 Responding to client estimation of goal achievement
7.11 Responding to client's need for community involvement, as well as, participation in the activities of the instructional environment
7.12 Committment to client self-actualization
7.13 Committment to non-discriminatory counseling procedures and placements

HIGH SCHOOL EQUIVALENCY TASK FORCE

PROGRESS REPORT MAY 1974

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The responsibilities of the High School Equivalency Task Force are 1) to identify the minimum competencies necessary of adult educators in High School Equivalency programs and to write these competencies in behavioral term 2) to develop a means of evaluating the competencies 3) to devise field tests and revise the competency list and evaluation instruments 4) to develop models and alternatives for acquiring these competencies and 5) to suggest a procedure for selecting evaluators.

The HSE Task Force held four meetings from March through June, 1973 and identified competencies in the categories of Individualized Instruction, Tasks in Classroom Instruction and Instructional Counseling Guidelines. Revision of these categories resulted in groupings with both cognitive and affective behaviors identified in the areas of Professional-Personal, Knowledge of GED, Knowledge of Pre- and In-Program Testing, Instructional, Knowledge of Community Resources and Administrative Details. (See attached Competency List)

The Task Force was reorganized in March, 1974 and directed to revise the existing competency list specifically in terms of GED instruction. In order to accomplish this objective the competencies will be rearranged in three major areas 1) History and Structure of Adult Education--High School Completion 2) Student-Teacher Relationship and 3) Instructional Activities and Strategies.

[illegible]

[illegible]

1.0 Professional - Personal

1.1 Cognitive
1.1.1 Self-awareness of influence of physical appearance
1.1.2 Is aware of teacher's role as a learning facilitator
1.1.3 Awareness of individual, non-academic student needs
1.1.3.1 Physical
1.1.3.2 Emotional (family, home, peer relationships)
1.1.3.3 Economic
1.1.3.4 Cultural

1.2 Affective
1.2.1 Ability to establish credibility
1.2.2 Ability to empathize
1.2.3 Ability to be flexible
1.2.4 Ability to establish personal rapport
1.2.5 Ability to motivate and support student
1.2.6 Ability to project personal enthusiasm
1.2.7 Ability to act as a catalyst
1.2.8 Ability to deal with adult student as a peer level
1.2.9 Responds to student and professional feedback
1.2.10 Commitment to professional growth through participation in:
1.2.10.1 In-service training
1.2.10.2 College and university adult education programs
1.2.10.3 Professional associations and organizations

2.0 GED Test and Procedures

2.1 Cognitive
2.1.1 Knowledge of candidacy requirements
2.1.2 Knowledge of legitimacy and value to student
2.1.3 Knowledge of testing schedules and procedures
2.1.4 Knowledge of skills necessary to pass GED
2.1.5 Knowledge of scoring and interpretation of test results in accordance with state standards
2.1.6 Knowledge of existing instructional program

2.2 Affective
2.2.1 Ability to transfer a positive attitude toward testing
2.2.2 Ability to assist the student in recognizing the availability and value of the GED test
2.2.3 Ability to assist the student in gaining necessary assistance concerning the GED test and/or program

[illegible]

[illegible]

[illegible]

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